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ABSTRACT

This document is an evaluation report on a program in which 288 students aged 6 to 20 received supplementary career education and daily living skills instruction under the ECIA, Chapter 1, Part B Institutionalized Facilities Program. The students resided in 10 institutions for the neglected and delinquent. The evaluation summary states that: (1) the criterion that 80 percent of the students would master 80 percent of their short-term objectives was met; (2) student achievement was strongly correlated with attendance; (3) evaluation indicated the program was fully implemented and a wide range of activities conducted; (4) individualization of student goals and monitoring of student progress provided an optimal means of teaching students who had different educational levels, abilities, and interests; and (5) future programs should include increased contact between program and agency staff. The report discusses program description, goals, and methodology; evaluation methodology; student outcomes; and conclusions and recommendations in further detail. (ABL)

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E.C.I.A. CHAPTER 1, PART B
INSTITUTIONALIZED FACILITIES PROGRAM
SUMMER, 1985

OEA Evaluation Report

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E.C.I.A. CHAPTER 1, PART B
INSTITUTIONALIZED FACILITIES PROGRAM
SUMMER, 1985

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SUMMARY OF THE EVALUATION

For six weeks during summer 1985, 288 students aged six to 20 received supplementary career education and daily living skills instruction under the ECIA, Chapter 1, Part B Institutionalized Facilities Program. The students resided in ten institutions for the neglected and delinquent.

The criterion for student achievement was that 80 percent of the students would master 80 percent of their individual short-term objectives. Analysis of student achievement data indicates that this objective was met. Further analysis showed that 89 percent of the students mastered at least one new objective, 78 percent mastered three or more, and 73 percent mastered all objectives attempted. Student achievement was strongly correlated with attendance ($r=.73$) supporting the program's impact upon achievement.

The descriptive evaluation of the program based on visits to program sites indicates that the program was fully implemented and a wide range of activities was conducted. The program was effective largely because of adequate pre-planning as well as timely receipt of necessary materials. As in previous cycles, individualization of student goals and ongoing monitoring of student progress provided an optimal means of teaching students who have different educational levels, abilities, and interests.

The only problem encountered in program implementation occurred at one site whose staff scheduled other activities during four program days and, additionally, did not enforce class attendance. Increased meetings with agency staff have been planned to clarify goals and reduce scheduling problems.

Recommendations for future cycles include:

- Continuation of pre-planning, individualization, and timely distribution of materials.
- Increased contact between program and agency staff at all sites to ensure mutual understanding, cooperation, and support for the program.

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I. INTRODUCTION

The summer 1985 E.C.I.A. Chapter 1, Part B, Institutionalized Facilities Program was a six-week summer program, in its sixteenth year of operation. It was administered by the Division of Special Education (D.S.E.) of the New York City Public Schools.

The program was highly effective in promoting student attainment of job and daily living skills during previous summer cycles. A review of results for the 1983 and 1984 cycles shows that nearly all students met program goals. In 1983, 97.9 percent of the students mastered at least one short-term instructional objective. In 1984, 81.1 percent of the students achieved the program goal, and 89.2 percent mastered at least one new skill.

PROGRAM DESCRIPTION

The program provided vocational and occupational education to 288 students residing in ten institutions for the neglected and delinquent. The program operated for three hours each day, Monday through Friday, from July 8 to August 16, 1985.

The students served included those with emotional and intellectual handicaps who resided in long-term institutions, as well as neglected and delinquent students who were placed in diagnostic centers prior to more permanent placement. The following institutions were served:

- Ashford Diagnostic Center
- Atlantic Diagnostic Center
- Baychester Diagnostic Center
- Arverne Diagnostic Center
- Hegemon Diagnostic Center
- Henry Ittleson Center

- McDougal Diagnostic Center
- New York Diagnostic Center: Market Street
- Pius XII Home for Boys
- Mission of Mt. Loretto

Each institution had one program site, with the exception of Pius XII which had two. Program staff included the program coordinator, 24 teachers, and three paraprofessionals.

PROGRAM GOALS

Since the population served in this program consisted of students with a history of delinquency and/or neglect, most had less school experience than their age might indicate. For this reason program goals were set acknowledging the students' need to understand the important relationship between work and education. Accordingly, these goals were:

- to increase students' self-esteem and awareness of their career potential;
- to help students become more aware of themselves, their abilities, and their educational needs;
- to teach job-related skills that will help students to achieve their career goals;
- to teach the social skills that will help students cultivate appropriate behavior both on the job and in social situations.

EVALUATION METHODOLOGY

For the 1985 Chapter 1 Summer Program, the Office of Educational Assessment conducted an evaluation which included observation of program implementation and analysis of student achievement. O.E.A.-trained field consultants visited eight sites (two-thirds of the total number of sites in the summer program) to observe the program in operation and

to interview teachers. The data were recorded on O.E.A.-developed observation and interview forms. Data retrieval forms which documented demographic information and assessed achievement were completed for each student. The following chapters present the findings of this evaluation as well as conclusions and recommendations.

II. FINDINGS

PROGRAM IMPLEMENTATION

Student Characteristics and Class Size

The population served by the program consisted of junior high and high school students whose ages ranged from 13 to 21 years (except at one site where ages ranged from six to nine years). At six sites the students were male, at one they were female, and at one site both male and female students were housed. Of the 288 students served by the program overall, 205 (71.2 percent) were male and 83 (28.8 percent) were female.

Class registers ranged from seven to 18 with an average enrollment of nine students per class. The average number of students observed per site was eight. Teachers reported that class size was adequate for instruction, although one commented that she felt the need for a para-professional in the classroom.

Over half (60.4 percent) of the students resided in the institutions for one year or less, while the remaining 39.6 percent were longer term residents.

Students attended an average of 84.9 percent of the sessions in which they were enrolled. Students were enrolled in the program for the length of their residence in the institution. The average number of days enrolled was 20 out of a possible 30, which illustrates the transiency of the program students.

Instructional Activities

Teachers used both abstract and concrete methods to achieve in-

structional goals. Problem-solving and reasoning skills were taught by means of role-playing, mock interviews, and discussions. Students practiced filling out job applications from workbooks and learned to complete authentic applications from a number of businesses. Some teachers arranged for guest speakers who discussed the entry requirements, salaries, and working conditions of various occupations. In addition, students went on field trips to various places of business.

Younger children were taught activities of daily living, such as sign recognition. Teachers presented a series of lessons focusing on the roles of various community helper jobs.

Evaluators observed a variety of lessons which reflected the program's stated goals. Younger children were engaged in reading, writing, and discussing a story about police officers. A group of developmentally disabled adolescents was observed learning fine motor skills and cooperation skills by making paper mache figures, collating materials, and stapling.

A number of other activities were also observed. At one site students discussed available jobs. At another, students learned to prepare a budget by figuring gross and net salaries. Students were observed practicing filing skills, discussing employee responsibilities, and writing job application letters. Finally, students were observed in role-playing as employers and employees.

Commercially prepared materials which teachers used to facilitate instruction were: Consumer Skills (Pitman Learning), Making Math Count (Globe), Job Survival Skills (McKnight), Getting It Together: A Psy-

chology Book For Today's Problems (Harrison), and a variety of expendable materials.

Instructional sessions were scheduled for three hours a day, five days a week. Individual sessions ranged from 30 minutes to three hours depending on the type of instruction, i.e., individual tutoring, speakers, role-playing, etc.

Student Records and Assessment

Individual student records, including up-to-date records of student progress, work samples, attendance records, and teachers' logs were available at all sites. Some sites kept records which included test results (six), lesson plans (four), and anecdotal material (one).

Ongoing administration of one of three inventories provided measurement of student achievement. The Career Education/Pre-Vocational Skills Assessment Inventory was used for 185 (64.2 percent) of the students. This inventory offers a selection of learning objectives including conceptual issues such as the nature of work, work attitudes, etc., and concrete skills such as differentiating between gross and net pay and learning how to complete job applications. The Supplementary Career Objectives was used to measure achievement for 48 (16.7 percent) students. This inventory, used with the more capable students, includes vocational skills such as filing and typing as well as general equivalency diploma (G.E.D.) preparation. The Activities of Daily Living Skills Inventory (A.D.L.) supplies a range of functional objectives from self-dressing and feeding to traffic sign recognition. The A.D.L. was used to measure the progress of 65 (22.6 percent) students.

The Career Education/Pre-Vocational Skills Assessment Inventory and the Activities of Daily Living Skills Assessment Inventory are criterion-referenced tests developed by the Board of Education of the City of New York to assess student knowledge in these areas and to measure mastery of instructional objectives. The Supplementary Career Objectives was developed by O.E.A. in conjunction with the project coordinator and program teachers to provide measurable objectives for students who are learning specific higher-order vocational skills (e.g., computer skills) or are preparing for high school equivalency tests, college entry, or governmental jobs. All these instruments are available to all teachers who use them as diagnostic tools and for educational planning as well as measurement of achievement. Teachers develop curricula to meet the individual needs of the students and may use a combination of objectives from the inventories based on these needs.

In addition, some teachers used other tests for determining students' abilities and levels. These included the Fountain Valley Reading Test, the Wide Range Achievement Tests in reading and math, and the Gilmore Reading Test. The younger children and the developmentally disabled adolescents were administered a variety of psychometric tests appropriate for them.

Physical Setting, Equipment and Supplies.

Program sessions were held in regular classrooms in all sites but one, which used a study hall for classes. Physical settings were appropriately furnished and displayed chalkboards, books, maps, and pictures.

Special facilities were available at some of the sites. These included: an in-house telephone on which students could practice mock interviews and telephone etiquette; a ceramics workshop; a pre-vocational area with a variety of materials, and a gym.

All teachers reported that materials were available in sufficient quantity at the start of the program. Teachers indicated that they were able to order materials appropriate for their particular class, including specific items. Materials were ordered and distributed in an organized and timely manner. Three teachers expressed a need for films, film strips, and video cassettes to present information about vocations in multiple modes.

In-service and Teacher Training

Teachers averaged 13.6 years of teaching experience and thus did not need extensive in-service training. An orientation was held prior to the opening of the summer session to address the philosophy and goals of the program, administrative duties, and ordering procedures. Teachers commented that this orientation was useful.

The program coordinator visited each site once or twice each week to offer suggestions, answer questions, and assist with organization. All teachers indicated satisfaction with this method of supervision.

Program Strengths and Limitations

Teachers cited a number of program strengths. The major strengths included the flexibility accorded them to individualize instruction and choose lessons and materials. This enabled teachers to provide students with the practical information they needed to secure jobs in the future.

Teachers stated that most of the sponsoring agencies made positive contributions to the success of the program. One agency offered an assessment of the strengths and weaknesses of individual program students, while another held team meetings with program teachers to discuss the problems of individual students.

Two teachers cited lack of agency support as a major problem with the program. These teachers commented that their jobs were made more difficult by the fact that agency staff neither enforced student discipline nor helped with attendance problems.

STUDENT OUTCOMES

The student achievement goal was that 80 percent of the students would master 80 percent of their short-term instructional objectives. Of the 288 students enrolled in the program, complete achievement data were available for 270 (94 percent). Analysis of data indicates that 80 percent (216) of the students mastered 80 percent of their short-term instructional objectives, thereby meeting the mandated goal. Additionally, 73.4 percent (198) of the students mastered all of their short-term instructional objectives. Table 1 illustrates these findings.

Attendance was considered to be high in that students attended an average of 84.9 percent of the available sessions. Further analysis indicated that objective mastery was strongly associated with program attendance. A Pearson product-moment correlation coefficient of .73 [$p < .01$], further indicated program effectiveness. The number of objectives mastered ranged from 0 to 24. (See Table 2).

TABLE 1
Percentages of Objectives Mastered by Program Students
(N=270)*

Percent Mastery	Number of Students	Percent of Students	Cumulative Percent
100	198	73.4	73.4
90	9	3.3	76.7
80	9	3.3	80.0
70	2	0.7	80.7
60	10	3.7	84.4
50	1	0.4	84.8
40	7	2.6	87.4
30	2	0.7	88.1
20	4	1.5	89.6
0	28	10.4	100.0

* Sum does not equal total student population because of missing cases.

◦ Over 70 percent of the students mastered all of their instructional objectives.

TABLE 2

Number of Skills Mastered
by Program Students

(N=288)

Number of Skills Mastered	Number of Students	Percent of Students	Cumulative Percent
22-24	22	7.6	7.6
19-21	10	3.5	11.1
16-18	51	17.7	28.8
13-15	37	12.8	41.6
10-12	31	10.8	52.4
7-9	22	7.6	60.0
4-6	37	12.8	72.8
1-3	47	16.3	89.1
0	31	10.8	99.9

• Over 50 percent of the students mastered ten or more new skills.

CONCLUSIONS AND RECOMMENDATIONS

Effective instruction in prevocational and activities of daily living skills was provided to 288 students residing in institutions for neglected and delinquent children and adolescents. The mandated goal of the program was that 80 percent of the students would master 80 percent of their short-term objectives. Analysis of the data shows that the goal was met.

Students attended an average of 84.9 percent of their sessions. The Pearson product-moment correlation of .73 ($p < .01$) indicates a strong positive relationship between attendance and mastery. The mean number of days attended was 17 out of a possible 30, illustrating the transiency of the program students.

The program provided practical instruction to students. Teachers recognized the fact that students came from relatively chaotic environments and needed instruction in skills they could use following discharge or transfer from the institution. Speakers from businesses were included in the program in order to provide students with a realistic view of a variety of occupations.

Recommendations for future cycles include:

- Continue to emphasize short-term, individualized educational objectives.
- Continue to order materials from vendors who deliver in a timely fashion.
- Continue and strengthen liaison with agency staff to insure agency support of the program.
- Continue to invite speakers representing a variety of occupational options.